Singleton Church of England Primary School
Curriculum Coverage, assessment and Progression - Rising Stars

Geography - Curriculum Coverage, assessment and Progression - Rising Stars

Lower Key Stage 2

KS2 Purpose of Study

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS2 Programmes of Study

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Unit	Key - Geography Programme of Study Statement covered	Coverage of Statement in Rising Stars Geography (BOLD where key assessment focus takes place)	Progression of Statement in Rising Stars Geography	KLIPS Coverage
Year 3 – Unit 1 Climate and Weather	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Key Assessment Opportunity** Key area assessed in the Rising Stars Progression Framework Geographical knowledge • Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern • Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich • Meridian and time zones (including day and night). Geographical understanding • Describe and understand key aspects of physical geography	**Year 3 Unit 1: Climate and Weather** Year 3 Unit 2: Our World Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude. **End of Year 4, expected:** Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America.	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ▪ A region of the United Kingdom. ▪ A region in a European country. A region within North or South America. ▪ Describe and understand key aspects of: **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Recognise patterns on maps and begin to explain what they show.

	including: climate zones, biomes and vegetation belts. • Establish an understanding of the interaction between physical and human processes. Geographical skills and enquiry • Use a range of methods including sketch maps, plans and graphs, and digital technologies.			▪ Use the index and contents page of atlases. ▪ Recognise that contours show height and slope. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.
Year 3 – Unit 1 Climate and Weather	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.	**Year 3 Unit 1: Climate and Weather** Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle	**End of Year 3, expected:** Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.	
Year 3 – Unit 1 Climate and Weather	Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	**Year 3 Unit 1: Climate and Weather** Year 3 Unit 2: Our World Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night. **End of Year 4, expected:** Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator)	

			Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.	
Year 3– Unit 1 Climate and Weather	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	**Year 3 Unit 1: Climate and Weather** Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas	**"End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone). **End of Year 4, expected:** Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).	
Year 3 – Unit 1 Climate and Weather	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	**Year 3 Unit 1: Climate and Weather** Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). **End of Year 4, expected:** Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how	

			they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).	
Year 3 – Unit 1 Climate and Weather	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	**Year 3 Unit 1: Climate and Weather** Year 3 Unit 2: Our World Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver,	

			Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).	
Year 3 – Unit 1 Climate and Weather	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Year 3 Unit 1: Climate and Weather** Year 3 Unit 3: Coasts (if possible) Year 4 Unit 2: Rivers and the Water Cycle	**End of Year 3, expected:** Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. **End of Year 4, expected:** In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).	
Year 3 – Unit 2 Our World	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework** • Locate the world's countries, focusing on Europe and North and South America. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern • Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich	Year 3 Unit 1: Climate and Weather **Year 3 Unit 2: Our World** Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude. **End of Year 4, expected:** Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California).	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ▪ A region of the United Kingdom. ▪ A region in a European country. A region within North or South America. ▪ Describe and understand key aspects of: ○ **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ○ **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources

	• Meridian and time zones (including day and night). • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.		Can use a map or atlas to locate some countries and cities in Europe or North and South America.	including energy, food, minerals and water. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Use a scale bar to calculate some distances ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical
Year 3 – Unit 2 Our World	Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Year 3 Unit 1: Climate and Weather **Year 3 Unit 2: Our World** Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes"	**End of Year 3, expected:** Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night. **End of Year 4, expected:** Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.	
Year 3 – Unit 2 Our World	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3 Unit 1: Climate and Weather **Year 3 Unit 2: Our World** Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected**: Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.	

			Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).	features and situations e.g. a proposed local wind farm. ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ View a range of satellite images ▪ Make use of geography in the news – online reports & websites
Year 3 – Unit 2 Our World	Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Year 3 Unit 2: Our World** Year 4 Unit 1: The Americas	**End of Year 3, expected:** Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Can use directional language and grid references when talking about locations. **End of Year 4, expected:** Can give direction instructions up to eight compass points. Can make a map of a route with features in the correct order and in the correct places.	
Year 3 – Unit 3 Coasts	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time. **Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework**	Year 3 Unit 1: Climate and Weather **Year 3 Unit 3: Coasts** Year 4 Unit 2: Rivers and the Water Cycle	**End of Year 3, expected:** Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America. Describe and understand key aspects of:

	Geographical Knowledge • Name and locate (some) counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics. Geographical Understanding • Describe and understand key aspects of physical geography including: coasts. • Describe and understand key aspects of human geography, including: types of settlement and land use. • Establish an understanding of the interaction between physical and human processes (e.g. sea, coast, tourism). Geographical Skills and Enquiry • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			▪ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications ▪ Make and use simple route maps. ▪ Use the index and contents page of atlases. ▪ Create maps of small areas with features in the correct place. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. ▪ Use the zoom facility on digital maps to locate places at different scales.
Year 3 – Unit 3 Coasts	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Year 3 Unit 1: Climate and Weather **Year 3 Unit 3: Coasts** Year 4 Unit 1: The Americas	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone). **End of Year 4, expected:** Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America.	

			Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).	▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Use presentation/multimedia software to record and explain geographical features and processes.
Year 3 – Unit 3 Coasts	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 3 Unit 1: Climate and Weather **Year 3 Unit 3: Coasts** Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). **End of Year 4, expected:** Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).	

Year 3 – Unit 3 Coasts	Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	**Year 3 Unit 3: Coasts** Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. **End of Year 4, expected:** Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).	
Year 3 – Unit 3 Coasts	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World **Year 3 Unit 3: Coasts** Year 4 Unit 1: The Americas Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a	

			map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).	
Year 3 – Unit 3 Coasts	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Year 3 Unit 1: Climate and Weather **Year 3 Unit 3: Coasts (if possible)** Year 4 Unit 2: Rivers and the Water Cycle	**End of Year 3, expected:** Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. **End of Year 4, expected:** In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).	
Year 4 Unit 1 The Americas	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework** **Geographical knowledge** ▪ Locate the world's countries, focusing on North and South America. **Geographical understanding** ▪ Describe and understand key aspects of human geography, including: types of settlement and land use. ▪ Recognise that there are physical and human differences within countries and continents.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World **Year 4 Unit 1: The Americas** Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude. **End of Year 4, expected:** Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America.	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ▪ A region of the United Kingdom. ▪ A region in a European country. A region within North or South America. ▪ Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **human** geography, including: types of settlement and land use, economic activity including trade

	▪ Show awareness of the physical and human characteristics of a region in North and/or South America (e.g. using photos, information sheets and Google™ Earth, record information about one city in North America and one in South America. Compare these cities, identifying one difference and one similarity). **Geographical skills and enquiry** ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ Use symbols and key to build their knowledge of the wider world. ▪ Use a range of methods including sketch maps and digital technologies.			links, and the distribution of natural resources including energy, food, minerals and water. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Use the eight points of a compass ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS
Year 4 Unit 1 **The Americas**	Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World **Year 4 Unit 1: The Americas** Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night. **End of Year 4, expected:** Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.	
Year 4 Unit 1 **The Americas**	Understand geographical similarities and differences through the study of human and physical	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of	

	geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	**Year 4 Unit 1: The Americas**	these zones using appropriate vocabulary (e.g. UK in temperate zone). **End of Year 4, expected:** Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).	▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use the zoom facility on digital maps to locate places at different scales.
Year 4 Unit 1 The Americas	Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Year 3 Unit 3: Coasts **Year 4 Unit 1: The Americas** Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. **End of Year 4, expected:** Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).	
Year 4 Unit 1 The Americas	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 3 Unit 3: Coasts	**End of Year 3, expected:** Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)	

		Year 4 Unit 1: The Americas Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).	
Year 4 Unit 1 **The Americas**	Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Year 3 Unit 2: Our World **Year 4 Unit 1: The Americas**	**End of Year 3, expected:** Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Can use directional language and grid references when talking about locations. **End of Year 4, expected:** Can give direction instructions up to eight compass points. Can make a map of a route with features in the correct order and in the correct places.	
Year 4 Unit 2	Name and locate counties and cities of the United Kingdom,	Year 3 Unit 1: Climate and Weather	**End of Year 3, expected:** Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the	

Rivers and the Water Cycle	geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time. **Key areas assessed in the Rising Stars Progression Framework** **Geographical Knowledge** ▪ Name and locate and geographical regions of the UK and recognise their identifying physical characteristics. **Geographical Understanding** ▪ Describe and understand key aspects of physical geography including rivers, mountains and the water cycle. ▪ Establish an understanding of the interaction between physical and human processes. **Geographical Skills and Enquiry** ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ Use a range of methods including sketch maps, plans and graphs, and digital technologies. ▪ Use fieldwork to observe, measure, record and present features in the local area (e.g. of activities and models in the school grounds**).**	Year 3 Unit 3: Coasts **Year 4 Unit 2: Rivers and the Water Cycle**	British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America. **Describe and understand key aspects of:** ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Use the index and contents page of atlases. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos.

Year 4 Unit 2 Rivers and the Water Cycle	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts **Year 4 Unit 2: Rivers and the Water Cycle** Year 4 Unit 3: Earthquakes and Volcanoes	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). **End of Year 4, expected:** Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).	▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites
Year 4 Unit 2 Rivers and the Water Cycle	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas **Year 4 Unit 2: Rivers and the Water Cycle**	**End of Year 3, expected:** Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them.	

		Year 4 Unit 3: Earthquakes and Volcanoes	Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).	
Year 4 Unit 2 Rivers and the Water Cycle	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts (if possible) **Year 4 Unit 2: Rivers and the Water Cycle**	**End of Year 3, expected:** Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. **End of Year 4, expected:** In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).	
Year 4 Unit 3 Earthquakes and volcanos	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 4 Unit 1: The Americas	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.

	on their environmental regions, key physical and human characteristics, countries, and major cities. **Key areas assessed in the Rising Stars Progression Framework** •	**Year 4 Unit 3: Earthquakes and Volcanoes**	they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude. **End of Year 4, expected:** Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America.	▪ Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ▪ A region of the United Kingdom. ▪ A region in a European country. A region within North or South America. ▪ Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publication ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. ▪ Identify and describe geographical features, processes (changes), and patterns.
Year 4 Unit 3 Earthquakes and volcanos	Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 4 Unit 1: The Americas **Year 4 Unit 3: Earthquakes and Volcanoes**	**End of Year 3, expected:** Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night. **End of Year 4, expected:** Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.	
Year 4 Unit 3 Earthquakes and volcanos	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers,	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards	

	mountains, volcanoes and earthquakes, and the water cycle.	Year 4 Unit 2: Rivers and the Water Cycle **Year 4 Unit 3: Earthquakes and Volcanoes**	to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). **End of Year 4, expected:** Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).	▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes
Year 4 Unit 3 Earthquakes and volcanos	Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas **Year 4 Unit 3: Earthquakes and Volcanoes**	**End of Year 3, expected:** Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. **End of Year 4, expected:** Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key	

			characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).	
Year 4 Unit 3 Earthquakes and volcanos	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 4 Unit 2: Rivers and the Water Cycle **Year 4 Unit 3: Earthquakes and Volcanoes**	**End of Year 3, expected:** Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).	